

3rd World Conference on Psychology, Counselling and Guidance (WCPCG-2012)

Comparative Study of Problem-solving and Emotional Intelligence on Decreasing of Third Grade Girl Students' Aggression of the Rajaei Guidance School of Tehran

Samaneh Shahba^{a*}, Khalil Allahviridiyani^b

^a Islamic Azad University Tehran-Olom Tahghighat Branch, Tehran, Iran

^b Allameh Tabatabaai University, Dehkade Olympic, Tehran, Iran

Abstract

This investigation has been used with the aim of comparative study of problem solving with emotional intelligence on decreasing of third grade girl students' aggression of the Rajaei guidance school of Tehran. In one semi-experimental study, by using AGQ inventory, the 51 persons have been selected from the third grade students of Rajaei guidance school. Then, these students have been replaced randomly into two experimental groups and one control group. In the next step, each experimental group has been trained in problem-solving skills and emotional intelligence separately in 8 sessions (ninety minutes for each session). The post test has been done at the end of the training course. The results have been analyzed by t-test and covariance method. The covariance method has shown a significant difference between pre-test and post-test in two experimental groups. To put it in a nutshell, problem-solving and emotional intelligence training is effective in decreasing aggression but there is no considerable difference between two trainings.

© 2013 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Selection and peer-review under responsibility of Prof. Dr. Huseyin Uzunboylu & Dr. Mukaddes Demirok, Near East University, Cyprus

Keywords: problem-solving, emotional intelligence, girl students

Introduction

One of the issues along development of societies' and acceleration of the change rate putting people's life and their well being at risk is presented of numerous problems and frequent stresses. Given the economic-social crises and developments, unemployment, etc, people are affected by the changes and the stresses arising from them (Bradberry & Greaves, 2003). Dezverila and Shady (1992) believe that problems resolutions is an important coping strategy which can enable the individual to properly have control over daily life's difficult situations and their emotional impact so as the psychological stress is reduced, minimized or prevented (Freedman & Bel, 2005). If this pattern (model) is correct, then the ability to solve problems and to use efficient and constructive problem solution methods is significantly correlated with degree of psychological stress, so as a high degree of problem solving predicting ability indicates low stress level, i.e (Siu, 2009).

Effective coping with it and consequently the health is high. In the ever changing world of today, having a high IQ does not guarantee people's success in individual and social life and every individual is required to be equipped with appropriate coping skills and success factors such as emotional intelligence in order to be able to establish

Corresponding author name: * Khalil Allahviridiyani, tel: +989149180198

Email: ka6667@gmail.com

relationship with his surrounding environment and to more effectively solve his day-to-day life problems (Sharon & Bullock & Ridley , 1984).

Emotional intelligence can be enhanced by education. In his book, *Emotional Intelligence*, Goleman discusses the effect of this education on the youth with behavioral problems and states that how by emotional intelligence training, students could be helped overcome their various behavioral problems in order to better adapt themselves with the existing situation and to better accept themselves. Since proper adaptation is associated with reduced aggression, it seems by appropriate emotional intelligence training program, aggressiveness can be reduced among juveniles (Clark, 2005).

2- Methodology

In present research, the statistical population includes 108 third-grade female students of Shahid Rejaee Middle School within Zone 3 of Tehran in the school year 2010-2011. From among the middle schools within Zone 3 of Tehran, using one-stage cluster sampling method, one school was selected. Next, the third-year students took the AGQ aggression test. There were a total number of 108 third-year students from among whom 51 scored above the mean. In other words, these people had a high aggression. The 51 students were randomly divided into 3 groups of 17 persons. At the time of the performance, 2 persons from the examinees did not show up. To form the groups, using random method, the examinees were divided into 3 groups; two examinee groups and one witness (control) group. In doing so, three equal groups are obtained, and the dependent variable is measured for all the three groups at the same time and in the equal condition. To analyze the data, both descriptive and inferential statistical methods were employed. In the section descriptive statistical method, mean, standard deviation, variance, diagram, etc were used. In the section inferential method, covariance analysis and differential t-test were used.

3- Discussion and conclusion

The problems of adolescence have many dimensions among the most common of which is aggression that has a destructive and suppressive effect in formation of juveniles' mental and intellectual power. Aggressive juveniles have no control on their behavior and actions and disturb the social order, and if this course continues and no proper action is taken to resolve it, the grounds definitely will be provided for its negative consequences in adulthood and causing numerous problems to the society (Kalat & Michelle, 2007).

Today, despite bringing profound cultural changes and the change in life styles, many people in the face of life problems lack the necessary and essential abilities and this makes them vulnerable in difficult times. Although, anger is of one human's instincts, which is of importance for his survival and health, when aggressive behaviors are increased, relationship of individual with environment and even with himself deviates from the correct path. Although, given the industrialization manifestations and the existing stresses in societies, avoiding aggression is almost impossible, people are required to learn how to solve problems in order to effectively deal with problems and to prevent the subsequent complex problems and issues (Donna & Robert, 2005). For resolving these problems, numerous researches have been so far done. This research too intends to determine whether problem solving and emotional intelligence training has a significant effect on juveniles' aggression. According to the obtained findings, with a confidence of greater than 99% it can be said that teaching emotional intelligence and problem solving skill has had a significant effect on aggression reduction among the third-grade female middle school students. Considering the mean comparison, we find out that this effect was in direction of aggression reduction (Kalat & Michelle, 2007). Given the impact of problem solution and emotional intelligence strategies on the students' aggressiveness as well as low cost of these trainings, it is recommended that the training programs to be so composed that allow students to learn these strategies from the very beginning school years. Given the unawareness among some of the parents about the effects of these trainings on students' behavior, the Education Office is recommended to allow for some sessions to acquaint the parents with such activities (Bradberry & Greaves, 2003).

References

- Bradberry, T. H., and Greaves, J. E. (2003). *The Emotional Intelligence Quick Book Everything you need to know to put your EQ to work*. Fireside.
- Clark, Robert.M. (2005). Aggressive and non-aggressive preschoolers problem-solving: The role of maternal scaffolding. *Journal of Consulting and Clinical Psychology*, Volume 73.
- Donna.R., and Butler, Robert.W. (2005). Using Problem-Solving Skills Training to Reduce Negative Affectivity in Mothers of Children With Newly Diagnosed Cancer: Report of a Multisite Randomized Trial . *Journal of Consulting and Clinical Psychology*, Volume 73.
- Freedman, J., and Bel ss, K. (2005). Emotiond intelligence and matters. *Journal of educationaland psychological consul tation*, Pp.301-319.
- Kalat, W. Jaues., and Shiota, N. Michelle. (2007). *Emotion*. Belmont, NJ: Thomson.
- Sharon, R. Vaughn, Carl. Ridley., and Bullock, Deborah. Dungan. (1984). Interpersonal problem-solving skills training with aggressive young children. *Journal of Applied Developmental Psychology*, Volume 5.
- Siu, Angel.Y. (2009). Trait emotional intelligence and its relationships with problem behavior in Hong Kong adolescents ,Personality and Individual Differences. *Journal of Applied Developmental Psychology*, Volume 4.